Comprehension

Quiz Wizard
How much do you know about what’s in this issue? Take this quiz to find out.

**CONTEXT CLUES**

On the Road to Extinction
*(pages 6-11)*

Fill in the letter of the best definition for each **bolded** term.

1. Many of those species could die out within decades. Such losses could have a **devastating** effect on the planet—and on us.
   A. disastrous
   B. helpful
   C. surprising

2. Large-scale plant and animal losses could also **jeopardize** humans’ food supply.
   A. increase
   B. poison
   C. put in danger

3. “Life on Earth is an **intricate** fabric. . . . If the fabric is getting holes and fraying, that affects us all.”
   A. complicated
   B. huge
   C. strong

4. Past conservation efforts have managed to save some species from the **brink** of extinction.
   A. certainty
   B. edge
   C. reserve

5. Scientists say more has to be done on **all fronts**—and fast.
   A. areas of activity
   B. disasters
   C. problems

**FACT OR OPINION?**

*On the Road to Extinction (pages 6-11)*

Label each statement **F** for fact or **O** for opinion.

6. Presidential candidates aiming to win their party’s nomination have to campaign for primaries and caucuses.
   **A**

7. Social media is the best way for candidates to reach undecided voters.
   **B**

8. More students should volunteer with presidential campaigns.
   **A**

9. Presidential candidates usually raise millions of dollars to fund their campaigns.
   **B**

10. Running for president requires candidates to spend too much time away from their families.
    **B**

**FACT OR OPINION?**

*A Day in the Life of a . . . Presidential Candidate (pages 12-13)*

Label each statement **F** for fact or **O** for opinion.

6. Presidential candidates aiming to win their party’s nomination have to campaign for primaries and caucuses.
   **A**

7. Social media is the best way for candidates to reach undecided voters.
   **B**

8. More students should volunteer with presidential campaigns.
   **A**

9. Presidential candidates usually raise millions of dollars to fund their campaigns.
   **B**

10. Running for president requires candidates to spend too much time away from their families.
    **B**

**CENTRAL IDEA OR DETAIL?**

These Girls Broke Barriers!
*(pages 18-21)*

Label each statement **CI** for central idea or **D** for detail.

16. Alice de Rivera is now a doctor in Maine.
    **D**

17. Rosa Parks is more well-known than Claudette Colvin.
    **D**

18. Constance McMillen’s principal refused to let her wear a tuxedo to prom.
    **D**

    **D**

20. By opposing injustice, four teens made a difference for others, not just for themselves.
    **D**

**CHRONOLOGICAL ORDER**

The Brink of War? *(pages 14-17)*

Number these events in the order in which they occurred, from 1st to 5th.

11. The U.S., along with the European Union and five other nations, reached a deal with Iran to set limits on its nuclear program.
    **A**

12. The shah was overthrown in the Iranian Revolution, and religious leaders set up a new government.
    **B**

13. The U.S. killed Major General Qassim Suleimani, Iran’s top military leader.
    **C**

14. The U.S. and the United Kingdom helped remove a democratically elected leader of Iran.
    **C**

15. Iran used cyber warfare to hack into the computer systems of some U.S. banks.
    **C**
1. **ally (n):** a person, group, or country that has agreed to help and support another, especially in times of difficulty or danger *(p. 3)*
   *example:* When bullies tried to pick a fight with Chandra, her allies gathered around her to show she wasn’t alone.

2. **archaeologist (n):** a scientist who studies the remains of past human life *(p. 5)*
   *example:* The famous archaeologist discovered fossils of human ancestors that were more than a million years old.

3. **ceremonially (adv):** done in a formal, special way as part of a social or religious occasion *(p. 5)*
   *example:* One by one, the graduating seniors marched ceremonially to the podium to receive their diplomas from the principal.

4. **chieftain (n):** the leader of a tribe or group *(p. 5)*
   *example:* The oldest family member serves as chieftain at traditional gatherings.

5. **climate change (n):** a long-term change in Earth’s typical weather conditions, including warmer average global temperatures, rising sea levels, and more extreme weather events *(p. 2)*
   *example:* Most scientists think climate change is increasing the risk of wildfires, droughts, and more powerful storms.

6. **excavate (v):** to dig out and remove something *(p. 5)*
   *example:* The workers excavated a tunnel for the new railroad track.

7. **extinct (adj):** no longer existing *(p. 2)*
   *example:* The passenger pigeon became extinct when the last known bird died at the Cincinnati Zoo in 1914.

8. **global warming (n):** the rise in Earth’s average temperature over the past 100 years, caused mainly by the increase of certain gases (such as carbon dioxide) in the air *(p. 2)*
   *example:* Experts say that burning fossil fuels such as oil and coal is contributing to global warming.

9. **harvest (v):** to gather or collect something (such as crops) for future use *(p. 3)*
   *example:* The squirrels were busily harvesting acorns to eat over the winter.

10. **iconic (adj):** widely recognized as important or as symbolizing something important *(p. 5)*
    *example:* The Eiffel Tower is an iconic symbol of France.

11. **integrate (v):** to end the practice of keeping people of different races apart *(p. 5)*
    *example:* Chelsea, who had attended an all-black school, and Lila, who had gone to an all-white school, became friends after their town’s schools were integrated.

12. **laser (n):** a device that produces a very narrow and intense beam of light *(p. 5)*
    *example:* Doctors sometimes use lasers to perform eye surgery.

13. **Marine (n):** a member of the U.S. Marine Corps, a branch of the military that fights on land, at sea, and in the air *(p. 3)*
    *example:* U.S. Marines sometimes serve on Navy ships; other times, they take part in land missions with the Army.

14. **marshal (n):** an officer who is responsible for making sure people follow judges’ rulings and other court orders *(p. 5)*
    *example:* When the witness didn’t show up for the trial, the judge sent a team of marshals to find her and bring her to court.
15. **panoramic (adj):** showing a full view of a wide area (p. 4)
   *example:* Ethan used an app to take a panoramic picture of the Grand Canyon.

16. **radar (n):** a device that uses radio waves to measure the distance, direction, and speed of objects (p. 5)
   *example:* Police often use radar to see if cars are going faster than the speed limit.

17. **species (n):** a group of closely related plants, animals, or other living things (p. 2)
   *example:* Africa is home to two of the three species of elephant; the third is found in Asia.

18. **submersible (n):** a small underwater vehicle used for ocean research (p. 4)
   *example:* In 1959, Jacques-Yves Cousteau started using a submersible to explore more than 100 feet below the ocean’s surface.

19. **terrain (n):** a particular type of land (p. 3)
   *example:* The steep, rocky terrain made climbing the mountain a challenge for Mia.

20. **wildfire (n):** a fire that spreads quickly and destroys a large area (p. 2)
    *example:* More than 7,000 wildfires struck California in 2019, killing 3 people and burning more than 250,000 acres of land.

21. **World War II (n):** a global conflict fought mainly in Europe, Asia, and Africa from 1939 to 1945 (p. 3)
    *example:* World War II pitted the Axis Powers (led by Germany, Italy, and Japan) against the Allies (led by the United Kingdom, the Soviet Union, and the United States).

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.
Argument Writing Toolkit

After you read “On the Road to Extinction” on pages 6-11, use this kit to respond to the “Write About It!” prompt on page 11.

**STEP 1: Develop a Claim**

**Why should people care about plant and animal species facing extinction?**
Consider what you read and your own viewpoints. Check the box for which claim(s) you will argue.

- [ ] People should care because each species is important to its ecosystem.
- [ ] People should care because extinctions will affect humans.
- [ ] Other: People should care because ______________________________________

**STEP 2: Gather Support**

Come up with three reasons that support your claim(s). Then find a piece of evidence, such as a fact or an example, to support each reason.

| Reason 1: | __________________________________________ |
| Evidence: | ________________________________________ |
| Reason 2: | __________________________________________ |
| Evidence: | ________________________________________ |
| Reason 3: | __________________________________________ |
| Evidence: | ________________________________________ |
Argument Writing Toolkit (continued)

**STEP 3: Craft Your Thesis (Central Claim)**

The thesis should tell readers what your essay is about. It should be a clear statement of the claim(s) you chose in **Step 1**. The rest of your essay will support this idea.

---

**STEP 4: Encourage People to Help**

Your argument essay should encourage people to help protect Earth’s species. Take notes about two ways people can help.

**One Way to Help:**

---

**Details:**

---

**Another Way to Help:**

---

**Details:**

---

**STEP 5: Start Writing**

Use the outline on the next page to help you organize your essay as you write a first draft.
Argument Writing Toolkit (continued)

Argument Essay Outline

1 Introduction

- Open with a hook that will grab your readers’ attention. You might start with a surprising fact, a description of an endangered species, or a rhetorical question (a question to which you don’t expect an answer).
- Then summarize the situation for your readers. Assume that they haven’t read the article.
- End your introduction with your thesis from Step 3.

2 Body Paragraphs

- Now write your supporting reasons and evidence from Step 2. For each reason, write 1-3 sentences that provide additional details.

  Tip: Discuss the reason you think is the strongest last. Readers are most likely to remember that one.

- After arguing why people should care about potential extinctions, encourage people to help. Use your notes from Step 4.
- Start each body paragraph with a topic sentence that tells what it will be about.

Transition Ideas

- First,
- From my point of view,
- One reason is that
- According to the text,
- The author also
- In addition,
- For example,
- Most important,
- Furthermore,
- However,
- Finally,

3 Conclusion

Write 2-3 sentences that sum up your essay. You should remind your readers of your main points and urge them to take action. Make sure to finish with a strong final sentence that feels like an ending.
### STEP 6: Read and Revise

Use this checklist to evaluate your essay, or exchange drafts with a classmate to check each other's work.

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the first sentence grab readers' attention?</td>
</tr>
<tr>
<td>Does the first paragraph introduce the topic?</td>
</tr>
<tr>
<td>Is the last sentence a thesis that clearly states your central claim?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BODY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it include strong reasons that support your point of view?</td>
</tr>
<tr>
<td>Does evidence help develop each reason?</td>
</tr>
<tr>
<td>Does it encourage people to help protect species?</td>
</tr>
<tr>
<td>Does each body paragraph have a topic sentence?</td>
</tr>
<tr>
<td>Do all the details support the thesis?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the last paragraph summarize the central claim but in different words?</td>
</tr>
<tr>
<td>Does it feel like the essay has ended?</td>
</tr>
<tr>
<td>Does the last sentence leave readers with a strong final impression?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do transitions help one idea flow smoothly into the next?</td>
</tr>
<tr>
<td>Do the sentence structures and lengths vary?</td>
</tr>
<tr>
<td>Are grammar, punctuation, and spelling correct?</td>
</tr>
</tbody>
</table>

Choose 1-3 areas to focus on as you revise.

As I revise, I will work to improve


### STEP 7: Publish Your Work

Come up with a catchy or informative title. Write a final draft on a computer or use your best handwriting. Think about whether you want to share your essay with a specific person or organization.
In “On the Road to Extinction” (pp. 6-11), you read about a United Nations report that found that up to 1 million species are at risk of extinction. Study the cartoon about the report below. Then answer the questions.

Questions

1. What does the elephant represent?

2. Why might the artist have chosen an elephant instead of another animal?

3. Who is the elephant saying will be next?

4. According to the article, how might extinctions affect humans?

5. In one sentence, summarize the artist’s message.
Close-Reading Questions: On the Road to Extinction

Refer to the article on pages 6-11 to respond to the questions below. Include evidence from the text that supports your responses.

1. How do the first four paragraphs relate to the rest of the article?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. How are human activities putting species at risk?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. What does Sandra M. Díaz mean when she says “Life on Earth is an intricate fabric”?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Close-Reading Questions: On the Road to Extinction (continued)

4. How might extinctions affect humans?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What interventions could help prevent extinctions?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. How does the sidebar “Comeback Creatures” support the article?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How YOU Can Help

Human actions have put as many as 1 million species at risk of extinction. Those plants and animals—and their ecosystems—help supply the food, clean water, and breathable air we need to survive. Scientists say saving these species will require action from both nations and individuals. Here are some ways to make a difference, regardless of your age.

STAY INFORMED

- **Learn about endangered species in your area**—and what’s threatening them—by searching the U.S. Fish and Wildlife Service database of endangered species ([fws.gov/endangered](http://fws.gov/endangered)). Then teach your family and friends about them.


- **Observe and document nature in your community.** Professional researchers can use your findings to help track wildlife populations. With a parent’s or teacher’s permission, report sightings of mammals at eMammal ([emammal.si.edu](http://emammal.si.edu)), bees at Bumble Bee Watch ([bumblebeewatch.org](http://bumblebeewatch.org)), monarch butterflies at JourneyNorth ([journeynorth.org/monarchs](http://journeynorth.org/monarchs)), and birds at eBird ([ebird.org](http://ebird.org)).

SPREAD THE WORD

- **Share what you’ve learned from Junior Scholastic** with your family and friends, both in person and online. If you post about the issue on social media, use the hashtags #ClimateAction, #VoiceForThePlanet, and #JuniorScholastic. Encourage other people to do the same.

- **Write a letter to your U.S. senators and representative in Congress.** Tell them why they should support laws to protect endangered plants, animals, and habitats, and advocate for greener policies to help reduce global warming. Find their names and contact info at [congress.gov/members](http://congress.gov/members), then send your note by mail or email. Not sure exactly what to say? We’ll walk you through the process with our Skill Builder Speak Up!
How YOU Can Help (continued)

CHANGE YOUR HABITS

• **Cut down on food waste.** About one-third of all food produced globally goes uneaten, experts say. If people bought less and wasted less, fewer plant and animal habitats would need to be cleared to grow food. You can start by eating or freezing fruits, vegetables, and other foods before they go bad. You can also plan meals ahead with your parents—ideally using items you already have in your fridge and pantry. And before your family goes grocery shopping, make a list of what you need to avoid overbuying.

• **Shop more mindfully.** Whenever possible, purchase products made in a sustainable way. For example, look for clothing made from recycled materials or organic cotton, which is grown without the harmful pesticides that regular cotton requires. Such pesticides can contaminate soil and waterways, poisoning species and their habitats.

• **Skip single-use plastic products.** They often end up littering rivers and oceans. Animals that swallow or get tangled in the plastic can become injured or even die. Instead, opt for greener versions, such as reusable water bottles or cloth grocery bags.

• **Avoid extra car rides.** When cars burn gasoline, they produce carbon dioxide, a greenhouse gas that contributes to global warming. That increase in Earth’s average temperature is altering habitats around the world, making it harder for species to survive. Reduce your impact by encouraging your family to ride bikes or walk whenever your destination is close enough, or to schedule errands or outings in as few car trips as possible.
Know the News: On the Road to Extinction

Read the article on pages 6-11, then answer the questions.

1. How do the photos on pages 6 and 7 help introduce the article?
   A They highlight the wide range of species that are at risk of extinction.
   B They show that not all species are endangered.
   C They establish that both plant and animal species are in danger of dying out.
   D They help explain why species are threatened.

2. What is a central idea of the article?
   A Farmers need to grow more food on less land.
   B Overfishing and tourism threaten coral reefs.
   C Human activities have put as many as 1 million species at risk of extinction.
   D Many experts say more of Earth’s land and oceans needs to be protected.

3. Which detail best supports that central idea?
   A The tapir plays a key role in its ecosystem by spreading seeds.
   B More than 75 percent of food crops worldwide rely on pollination by animals.
   C More than 15 percent of Earth’s land and 7 percent of its oceans have been set aside as nature reserves and wilderness areas.
   D People have significantly altered about 75 percent of the world’s land area.

4. Which of these groups of animals has the highest percentage of species at risk of extinction?
   A amphibians
   B insects
   C marine mammals
   D reef-forming corals

5. Why does the author mention how the human population has increased over the past 50 years?
   A to highlight how many people could step in to help endangered species
   B to help explain why the effects of human activities have worsened in recent decades
   C to argue that more land should become farms
   D to emphasize that humans are not endangered

6. What does essential mean in this sentence?
   “Earth’s wide variety of species and ecosystems is essential to the food, clean water, and breathable air that people need to survive.”
   A comparable
   B harmful
   C necessary
   D sustainable

7. According to the sidebar “Comeback Creatures,” what do the bald eagle, gray wolf, and sea otter have in common?
   A Hunting was the main reason they faced extinction.
   B Their food supply was poisoned by pesticides.
   C They are no longer endangered.
   D Their populations increased after people put protections in place to help them.

8. How might the extinction of many species affect humans’ food supply?
   A It could cause an increase in Earth’s average temperature.
   B It could create too many crop species for humans to harvest.
   C It could make producing crops that require animal pollination more difficult.
   D It could make it harder to make medicines.

9. How much of the world’s land and oceans do conservation groups want world leaders to protect by the year 2030?
   A 15 percent
   B 30 percent
   C 50 percent
   D 75 percent

10. Which of these statements is an opinion?
    A Over the past 50 years, the number of humans has more than doubled.
    B Illegal hunting has endangered rhinos, tigers, and other animals.
    C Protecting mammal species is more important than protecting insect species.
    D Wetlands help filter and purify water.
In “On the Road to Extinction” (pp. 6-11), you read that up to 1 million species are at risk of extinction. How do you think our nation’s leaders should respond? Tell them! Follow these steps to write a persuasive letter or email to a lawmaker—make your voice heard.

**STEP 1: Introduce yourself and the issue.**

First, choose a lawmaker to contact. (Find contact information for members of Congress at congress.gov/members.) Begin your letter by explaining who you are. Then summarize the risk of extinctions and explain why you care about this topic. Remember to address your letter to a specific leader, followed by a colon (:).

**EXAMPLE:**

Dear ____________________________________________:

My name is ____________________________________, and I’m in ______ grade at __________________________________________

I care about ____________________________________________________________________________________________

because _____________________________________________________________________________________________

**STEP 2: Find facts to support your point of view.**

What might convince this lawmaker to agree with you? Look for facts from reliable sources, including Junior Scholastic, books, and websites ending in .edu or .org. Come up with strong reasons and support them with evidence.

**EXAMPLE:** Did you know that _________________________________________________________________

According to ________________________________________________________________________________________

Another reason is that ________________________________________________________________________________

**STEP 3: Ask the lawmaker to act.**

Suggesting specific changes can make a leader more likely to act. For example, you could encourage them to enact new laws to limit global warming or protect more of the planet. Then explain the difference it would make.

**EXAMPLE:** As a legislator, you can help by ____________________________________________________________________________

That would have a significant impact because _______________________________________________________________________

**STEP 4: Edit your message.**

Using your ideas above, write your letter on a computer or a separate sheet of paper. Include a closing such as “Sincerely,” before your name. Have someone read it and suggest improvements. After revising, proofread the letter before you send it.
After you read “On the Road to Extinction” on pages 6-11, choose an endangered species to learn more about.

**SELECT A SPECIES**

Choose an animal mentioned in the article, such as Sumatran orangutans, lemur leaf frogs, snowy owls, tigers, tapirs, sea otters, rhinos, or elephants. Or explore these sources to choose another animal or plant:

- fws.gov/endangered
- worldwildlife.org/species

Species I will research: ____________________________

**GENERATE RESEARCH QUESTIONS**

Consider the three questions below to help guide your research. Then come up with two more questions.

- Why is the species endangered?
- Where is the species’ natural habitat?
- What can people do to help the species?
  - ____________________________
  - ____________________________
  - ____________________________
  - ____________________________

**GATHER INFORMATION**

Use the websites above, as well as other trustworthy websites, books, and resources, to answer your questions. Take notes and make sure to keep track of where the information comes from so you can credit your sources.

**PRESENT YOUR FINDINGS**

How do you want to teach others about the species you chose? Select one of these or come up with your own.

- POSTER
- VIDEO
- PODCAST
- SLIDESHOW
- REPORT
- OTHER: ____________________________

Create your final product and share it with classmates.
Building Vocabulary

**Words to Know: On the Road to Extinction**

1. **catastrophic (adj):** involving sudden, tremendous damage or suffering (p. 8)
   *example:* The catastrophic tornado damaged thousands of buildings.

2. **conservation (n):** the protection of animals, plants, and natural resources (p. 10)
   *example:* U.S. President Theodore Roosevelt oversaw the conservation of millions of acres of land, including five new national parks.

3. **contiguous (adj):** connected or touching (p. 9)
   *example:* The contiguous U.S. doesn’t include Alaska or Hawaii.

4. **ecologist (n):** a person who studies the relationships between groups of living things and their environments (p. 8)
   *example:* An ecologist watched the animals near the pond, taking careful notes about what they ate and how they interacted.

5. **ecosystem (n):** all the living and nonliving things that interact with one another in a particular place (p. 8)
   *example:* The desert ecosystem includes plants like cactuses and animals like camels that don’t need much water.

6. **enact (v):** to put into practice or make into a law (p. 10)
   *example:* The principal enacted a new policy that requires students to keep their phones turned off during the school day.

7. **extinction (n):** the death of all members of a plant or animal species (p. 8)
   *example:* Many scientists think that a huge asteroid hitting Earth about 66 million years ago caused the extinction of the dinosaurs.

8. **global warming (n):** the rise in Earth’s average temperature over the past 100 years, caused mainly by the increase of certain gases (such as carbon dioxide) in the air (p. 9)
   *example:* Experts say that burning fossil fuels such as oil and coal is contributing to global warming.

9. **habitat (n):** the place where an animal or a plant naturally lives or grows (p. 9)
   *example:* Many people think elephants belong in their natural habitats instead of in zoos.

10. **intervention (n):** action to improve a difficult situation or solve a problem (p. 8)
    *example:* The intervention program gives kids who have trouble reading extra support.

11. **organism (n):** an individual plant, animal, or other living thing (p. 8)
    *example:* The doctor told Juan Carlos that his sore throat was caused by a tiny organism called streptococcus—strep for short.

12. **pollination (n):** the transfer of pollen (a powdery substance made by plants) from one plant to another to help form seeds (p. 10)
    *example:* Bees help with pollination because they spread pollen as they fly from flower to flower sipping nectar.

13. **rainforest (n):** a large, dense forest in a region that gets a lot of rain year-round (p. 8)
    *example:* Most rainforests are near the equator, but the largest one in the U.S. is in Alaska.

14. **reserve (n):** an area of land set aside for a special purpose (p. 10)
    *example:* China has set up reserves to protect bamboo forests where giant pandas live.
15. **savanna (n)**: a large, flat grassland with few trees, found mainly in eastern Africa (p. 9)
   *example:* Giraffes and zebras are just two kinds of animals that live in the savanna.

16. **species (n)**: a group of closely related plants, animals, or other living things (p. 8)
   *example:* Africa is home to two of the three species of elephant; the third is found in Asia.

17. **sustainably (adv)**: done in a way that doesn’t destroy or completely use up natural resources (p. 10)
   *example:* Erica’s family bought their holiday tree from a sustainably run business that plants more trees than it cuts down.

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.
Close-Reading Questions: Presidential Candidate

Refer to the article on pages 12-13 to respond to the questions below. Include evidence from the text that supports your responses.

1. What evidence supports the idea that “running for president is a grueling process”?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How are middle school students involved in the campaign?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How does the candidate try to connect with voters?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Building Vocabulary**

**Voting Vocabulary**

Underline each of the words below in the related section of “A Day in the Life of a . . . Presidential Candidate” (pp. 12-13). Use context clues or a dictionary to complete the meanings. Then write example sentences that show you know how to use the words.

<table>
<thead>
<tr>
<th>WORD</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>nomination</td>
<td>the act of officially suggesting someone for a job</td>
<td>The teen started a business in her home state, but she hopes to have stores nationwide someday.</td>
</tr>
<tr>
<td>sway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nationwide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>donate</td>
<td>to give money</td>
<td></td>
</tr>
<tr>
<td>commander in chief</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **caucus (n)**: a meeting held to decide which person voters will support in an election. (p. 12)
   *example:* At his local caucus, Malik and his neighbors debated the pros and cons of each presidential candidate, then each person decided whom to support.

2. **executive branch (n)**: the branch of government responsible for enforcing laws. In the United States, the president, the vice president, and the Cabinet make up the executive branch. (p. 12)
   *example:* The executive branch is led by the U.S. president and includes agencies such as the departments of Defense, Justice, Education, and Agriculture.

3. **general election (n)**: a regularly held election in which voters choose people for local, state, or national positions. (p. 12)
   *example:* In the 2020 general election, many voters will choose local leaders, statewide officials, members of Congress, and the vice president and president of the U.S.

4. **primary (n)**: an election in which voters choose a candidate to represent their political party in a later election. (p. 12)
   *example:* Shelby had to win the Democratic primary before she could run against the Republican candidate for a Senate seat.

5. **stump speech (n)**: a speech made many times by a politician during a campaign for public office. (p. 13)
   *example:* Each time the senator delivered her stump speech about jobs and health care, she changed a few details to fit the town she was in.

6. **Super Tuesday (n)**: the day in a U.S. presidential election year when the greatest number of states hold a primary or caucus. (p. 12)
   *example:* Fourteen states and one U.S. territory will hold a primary or caucus on March 3, making that date Super Tuesday for the 2020 presidential campaign.

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.
As you read “The Brink of War?” (pp. 14-17), think about what claims the author makes and how she supports them. Then use this organizer to gather evidence that supports each claim.

<table>
<thead>
<tr>
<th>Claim:</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In January, hostilities between the United States and Iran reached a crisis point.</td>
<td></td>
</tr>
<tr>
<td>2. U.S. foreign policy experts and officials disagree about whether it was wise to kill Iran’s top military leader, Qassim Suleimani.</td>
<td></td>
</tr>
<tr>
<td>3. The U.S. and Iran have a history of distrust.</td>
<td></td>
</tr>
<tr>
<td>4. The situation between the U.S. and Iran remains volatile and uncertain.</td>
<td></td>
</tr>
</tbody>
</table>
Textual Evidence

Close-Reading Questions: The Brink of War?

Refer to the article on pages 14-17 to respond to the questions below. Include evidence from the text that supports your responses.

1. How is the article organized? How do text features support it?

2. Summarize the events in December and January that led to “a crisis point” between the U.S. and Iran.
Textual Evidence

Close-Reading Questions: The Brink of War? (continued)

3. What is the author’s purpose for writing the article? How does the author include different points of view?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. How did events in 1979 affect the relationship between the U.S. and Iran?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

5. Reread the last paragraph of the article. How would you describe the speaker’s tone?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
After you read “The Brink of War” on pages 14-17, use this kit to respond to the “Write About It!” prompt on page 17.

**STEP 1: Gather Text Evidence**

Summarize the history of tensions between the U.S. and Iran since 1953. Explain how at least three events have contributed to recent hostilities.

Use this organizer to choose events and gather evidence.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>ITS IMPACT ON HOSTILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STEP 2: Craft Your Thesis (Central Idea)

The thesis should tell readers what your essay is about. It should be a clear summary of your main point. The rest of your essay will support this idea. One way to start is “Some of the most significant events that have contributed to hostilities between the U.S. and Iran are . . .”

STEP 3: Organize Your Essay

Refer to your notes from Step 1 and think about what order makes the most sense for your details. Plan what you’ll write in your body paragraphs below.

● Section 1: ____________________________

● Section 2: ____________________________

● Section 3: ____________________________

STEP 4: Start Writing

Use the outline on the next page to help you organize your essay as you write a first draft.
Informative Writing Toolkit (continued)

Informative Essay Outline

1 Introduction
- Introduce the topic. You could begin with a surprising fact about Iran, a thought-provoking quote, or a description of a scene.
- End your introduction with your thesis from Step 2.

2 Body Paragraph(s)
- Use text evidence from Step 1 to explain how at least three events have contributed to tensions with Iran. Write 1-3 sentences about each event.
- Make sure to cite evidence properly. If you want to use exact words from the text, put quotation marks around them. Put most information into your own words.
- You can put your details together in one paragraph, or you can split them into a few paragraphs. It depends on how much you want to write about each point. Start each body paragraph with a topic sentence that tells what it will be about.

3 Conclusion
Write 2-3 sentences that sum up your essay. You should explain why the topic is important. Make sure to finish with a strong final sentence that feels like an ending.
**Informative Writing Toolkit (continued)**

### STEP 5: Read and Revise

Use this checklist to evaluate your essay, or exchange drafts with a classmate to check each other’s work.

**INTRODUCTION**
- ❑ Does the first sentence grab readers’ attention?
- ❑ Does the first paragraph introduce the topic?
- ❑ Is the last sentence a thesis that clearly states the central idea of the essay?

**BODY**
- ❑ Does it include text evidence to explain how events have contributed to hostilities between the U.S. and Iran?
- ❑ Is text evidence quoted or put into your own words?
- ❑ Does each body paragraph have a topic sentence?
- ❑ Do all the details support the thesis?

**CONCLUSION**
- ❑ Does the last paragraph summarize the central idea but in different words?
- ❑ Does it feel like the essay has ended?
- ❑ Does the last sentence leave readers with a strong final impression?

**GENERAL**
- ❑ Do transitions help one idea flow smoothly into the next?
- ❑ Do the sentence structures and lengths vary?
- ❑ Are grammar, punctuation, and spelling correct?

Choose 1-3 areas to focus on as you revise.

As I revise, I will work to improve ________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

### STEP 6: Publish Your Work

Come up with a catchy or informative title. Write a final draft on a computer or use your best handwriting. Think about whether you want to share your essay with a specific person or organization.
Know the News: The Brink of War?

Read the article on pages 14-17, then answer the questions.

1. Which event caused a crisis in January 2020?
   A The U.S. and the United Kingdom staged a coup in Iran to install the shah.
   B Iranians seized the U.S. embassy in Iran.
   C The U.S. pulled out of an agreement limiting Iran’s nuclear program.
   D The U.S. killed Iran’s top military leader.

2. The U.S. broke off diplomatic ties with Iran after dozens of Americans were taken hostage in ___.
   A 1953
   B 1979
   C 1995
   D 2015

3. What caused Iraqi protesters to break into the U.S. embassy in Iraq recently?
   A President Donald Trump ordered the killing of Major General Qassim Suleimani.
   B The U.S. killed 25 members of an Iranian-backed militia in Iraq and elsewhere.
   C Iran fired missiles at military bases in the Middle East that house U.S. troops.
   D The U.S. offered protection to the shah.

4. Which of the following is the best example of a foreign policy decision?
   A A country tries to improve its own economy.
   B A nation works to develop nuclear power on its own.
   C A country imposes sanctions on another.
   D A nation democratically elects a leader.

5. Which pair of words from the article are most similar in meaning?
   A foes and allies
   B escalate and negotiate
   C sanctions and penalties
   D volatile and diplomatic

6. What text structure does the section “How have people reacted in the U.S.?” mainly use?
   A compare/contrast
   B description
   C problem/solution
   D sequence

7. Which statement is an opinion?
   A The U.S. and Iran have often distrusted each other.
   B The world is safer without Suleimani.
   C A poll showed that most Americans don’t want armed conflict with Iran.
   D Trump said his goal was to make a better deal with Iran about its nuclear program.

8. According to the map on page 16, which country is not in the Middle East region?
   A Afghanistan
   B Egypt
   C Iran
   D Iraq

9. Which detail from the article is best supported by the “Key Moments” sidebar on page 17?
   A “Last month, hostilities between the United States and Iran reached a crisis point.”
   B “Experts say tensions could escalate again.”
   C “The U.S. and Iran have a history of mistrust.”
   D “Iran’s leaders have said their ultimate goal is to get all U.S. forces out of the Middle East.”

10. Which detail best supports the idea that “the risk of armed conflict with Iran appears to be over”?
    A “Trump has said he is ‘ready to embrace peace.’”
    B “[Trump] did impose additional sanctions on Iran.”
    C “Iranian-backed militias in the Middle East could launch attacks of their own.”
    D “Iran is likely to engage in cyberwarfare against the U.S.”
In “The Brink of War?” (pp. 14-17), you read about recent hostilities between the U.S. and Iran. However, the two countries were allies for decades before 1979. Read this timeline to learn more about their relationship. Then answer the questions.

Questions
1. How was the U.S. involved with Iran before the Iranian Revolution?

2. What happened during the Iranian Revolution?

3. How has nuclear power affected the relationship between the U.S. and Iran?

4. How does the timeline help you understand the article?

5. According to the article, what could happen next?

1953: The U.S. and the United Kingdom help overthrow Prime Minister Mohammad Mossadegh of Iran. (Mossadegh had transferred ownership of a British-controlled oil company in Iran to Iran’s government.) Shah Mohammad Reza Pahlavi, a U.S. ally who had left Iran, retakes the throne.

1957: The U.S. agrees to help Iran develop nuclear power for peaceful purposes.

1963: The shah begins the White Revolution, a series of economic and social reforms to modernize Iran. But conservative Muslims see the changes as anti-Islamic. The shah’s security forces violently crack down on his opponents.

1979: Years of anger explode into violent protests. In what will be called the Iranian Revolution, the shah is overthrown. Ayatollah Ruhollah Khomeini, a religious leader, creates a new government based on Islamic values. After the U.S. takes in the shah, a mob storms the U.S. embassy in Tehran, Iran’s capital. Dozens of Americans are held hostage for 444 days. The U.S. breaks off diplomatic ties in 1980.

1995: Alarmed that Iran may be building a nuclear weapon, the U.S. imposes economic sanctions.

2002: President George W. Bush says Iran is part of an “axis of evil.” The world learns about secret nuclear plants in Iran.

2005: Mahmoud Ahmadinejad becomes Iran’s president. The conservative leader condemns the U.S. and vows to pursue nuclear power.

2008: The U.S. launches cyberattacks on Iran’s nuclear facilities.

2013: Hassan Rouhani is elected president of Iran. With Iranians hurting from years of sanctions, Rouhani offers to cooperate with the West.

2015: The U.S., the United Kingdom, France, Germany, Russia, and China reach a deal with Iran to limit Iran’s nuclear program in exchange for the lifting of sanctions.

2018: President Donald Trump criticizes the nuclear deal for not being tough enough and withdraws the U.S. from it.

2019: The U.S. and Iran call parts of each other’s militaries terrorists. Disputes over attacks on drones and ships escalate tensions.

2020: Trump orders the killing of Iran’s top military leader, Major General Qassim Suleimani. Iran responds by firing missiles at two military bases that house U.S. troops in Iraq.
**Words to Know: The Brink of War?**

1. **airstrike (n):** an attack by a military aircraft that drops bombs or shoots missiles (p. 15)
   
   *example:* After dropping their bombs on the target, the planes taking part in the *airstrike* all returned safely to the base.

2. **Congress (n):** the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (p. 16)
   
   *example:* One of Congress’s main responsibilities is to write the nation’s laws.

3. **coup (koo) (n):** a sudden, usually violent, takeover of a government (p. 17)
   
   *example:* Napoléon Bonaparte overthrew France’s legislature in a *coup* in 1799 and later crowned himself emperor.

4. **cyberwarfare (n):** the use of the internet to attack another country (p. 17)
   
   *example:* Cyberwarfare can involve infecting another government’s email system or damaging systems for energy and transport.

5. **diplomatic (adj):** having to do with the job or the skill of managing how countries deal with each other (p. 17)
   
   *example:* Akiko’s mother has a diplomatic job that involves trying to get two countries to sign a peace agreement.

6. **drone (n):** a remote-controlled aircraft that doesn’t have a pilot (p. 14)
   
   *example:* Drone operators need many of the same flight skills as airplane pilots.

7. **economy (n):** a system for making, buying, selling, and distributing products and services within a country, region, or industry (p. 16)
   
   *example:* Car sales are an important part of the U.S. *economy.*

8. **embassy (n):** the workplace of people who represent their government in another country (p. 15)
   
   *example:* If an emergency comes up while visiting a foreign country, American tourists often go to the U.S. *embassy* there for help.

9. **European Union (n):** a group of 27 European countries that work together on trade and other policies (p. 16)
   
   *example:* People in the *European Union* are allowed to work in any of the member countries.

10. **foreign policy (n):** the strategy that a government follows when dealing with other countries (p. 16)
    
    *example:* Presidential candidates often explain how their *foreign policy* toward countries like China and Russia would differ from opponents’ plans.

11. **Islamic (adj):** having to do with Islam, the religious faith of Muslims (p. 17)
    
    *example:* Each day during Ramadan, the ninth month of the *Islamic* calendar, many Muslims don’t eat from sunrise to sunset.

12. **Middle East (n):** a region located mostly in western Asia that includes parts of Africa (Egypt) and Europe (Turkey) (p. 14)
    
    *example:* Bahrain, the smallest country in the *Middle East,* sits just off the coast of the region’s largest country, Saudi Arabia.

13. **militia (n):** a group of citizens who form a fighting force but are not part of a permanent army (p. 15)
    
    *example:* The first American soldiers who fought against the British during the American Revolution were part of a *militia.*
14. **national security (n):** A country’s ability to keep its secrets safe and to protect itself. 
*example:* The U.S. government has to deal with many threats to national security, such as military attacks and the spread of diseases.

15. **nuclear weapon (n):** A bomb, missile, or other device that uses the energy released by splitting atoms to create an immensely powerful explosion. 
*example:* The only time nuclear weapons have been used in war was when the U.S. dropped two atomic bombs on Japan near the end of World War II, destroying much of two cities.

16. **sanction (n):** An official action taken by one country against another as punishment, such as not allowing some products to be sold in some places. 
*example:* U.S. sanctions banned the sale of military equipment and some goods to North Korea.

17. **terrorist (adj):** Related to the use of violent acts or threats of violence to frighten people as a way of achieving political goals. 
*example:* The terrorist group planted a bomb, but police disabled it before it could cause any harm.

18. **volatile (adj):** Likely to change suddenly, especially for the worse. 
*example:* Louie’s uncle has a volatile temper; he can get angry without much warning.

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.
Close-Reading Questions: These Girls Broke Barriers!

Refer to the article on pages 18-21 to respond to the questions below. Include evidence from the text that supports your responses.

1. What do the four young women in the article have in common?

2. How was each of the young women discriminated against?

3. Explain how one of the women’s actions made a lasting impact on the country.
Know the News: These Girls Broke Barriers!

Read the article on pages 18-21, then answer the questions.

1. Which word means “to take back”?  
   A. discriminate  
   B. lobby  
   C. repeal  
   D. segregate

2. Which event happened most recently?  
   A. Constance McMillen was told she couldn’t attend her high school prom with her girlfriend.  
   B. A federal law was passed to ensure all students with disabilities can participate in school sports.  
   C. Stuyvesant High School allowed girls to enroll.  
   D. Claudette Colvin was arrested for refusing to give up her bus seat.

3. What conclusion about Alice de Rivera can you draw from the article?  
   A. She struggled in math classes.  
   B. Her case caused other male-only schools in the U.S. to tighten their gender restrictions.  
   C. Gender discrimination stopped her from becoming a doctor.  
   D. She refused to accept rules that she considered unfair.

4. Which statement about the Browder v. Gayle court case is true?  
   A. It declared segregation on all public buses unconstitutional.  
   B. It outlawed racial segregation in restaurants.  
   C. It forbade residents from boycotting buses.  
   D. It ruled that black people and white people could drink from the same water fountains.

5. What does subjected to mean in this sentence? “Black people in Montgomery had been subjected to such mistreatment for years.”  
   A. forced to endure  
   B. free of  
   C. praised for  
   D. refused

6. According to the article, Jim Crow laws ___.  
   A. segregated black people from white people  
   B. discriminated against LGBTQ students  
   C. prevented girls from attending the same schools as boys  
   D. discriminated against students with disabilities

7. Tatyana McFadden says her greatest achievement is ___.  
   A. qualifying for the 2004 Paralympic Games  
   B. overcoming being left at an orphanage  
   C. winning 17 Paralympic medals  
   D. helping all students participate in sports

8. Which of these statements is an opinion?  
   A. Tatyana sued her school district for the right to compete in track meets.  
   B. Wheelchairs give athletes with disabilities an unfair advantage over able-bodied runners.  
   C. Wheelchair sports can help some children with disabilities build strength.  
   D. Some people claim that racing wheelchairs can create safety hazards in school sports.

9. A lawsuit argued that Constance’s school district violated her First Amendment right to ___.  
   A. freedom of religion  
   B. petition the government  
   C. peaceably assemble  
   D. freedom of expression

10. What was a result of Constance’s lawsuit?  
    A. She was able to attend prom with her girlfriend.  
    B. A new district policy now protects LGBTQ students from discrimination.  
    C. Schools in Mississippi can’t hold proms.  
    D. She had to pay the district a settlement.
In “These Girls Broke Barriers!” (pp. 18-21), you read that Claudette Colvin was part of Browder v. Gayle, the Supreme Court case that outlawed segregation on public buses. The 1956 ruling marked the end of the Montgomery, Alabama, bus boycott. For more than a year, tens of thousands of African Americans had refused to ride the city’s buses. They were fed up with racist policies that required them to sit in their own section in the back and give their seats to white people when no others were available.

With the law on their side, African Americans prepared to begin riding again. Local leaders including the minister Martin Luther King Jr. wrote a list of suggestions for them. Read them and answer the questions.

(Note that Negro and colored were once common terms for African Americans but are now considered dated and offensive.)

December 19, 1956

Integrated¹ Bus Suggestions

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court mandate² will reach Montgomery, and you will be re-boarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in the face of what could be some unpleasantness, a calm and loving dignity befitting³ good citizens and members of our race. If there is violence in word or deed⁴, it must not be our people who commit it.

For your help and convenience, the following suggestions are made. Will you read, study, and memorize them so that our non-violent determination may not be endangered.

First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet, but friendly; proud, but not arrogant; joyous, but not boisterous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

¹open to people of all races ²order ³suitable to ⁴action
Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.

2. Do not deliberately sit by a white person, unless there is no other seat.

3. In sitting down by a person, white or colored, say “May I” or “Pardon me” as you sit. This is a common courtesy.

4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and goodwill at all times.

5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.

6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by a glance or a prayer.

7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual force to carry on the struggle for justice.

8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.

9. If you feel you cannot take it, walk for another week or two. We have confidence in our people. GOD BLESS YOU ALL.

The Montgomery Improvement Association
The Rev. M. L. King, Jr., President
The Rev. W. J. Powell, Secretary

5bothered or mistreated 6The Montgomery Improvement Association was a group of African American ministers and leaders who helped organize the bus boycott.

Questions

1. What do you think Martin Luther King Jr. and William J. Powell meant when they wrote “this is not a victory for Negroes alone, but for all Montgomery and the South”?

2. What tips do King and Powell give to help African Americans remain nonviolent as they ride the city’s buses? Why might they have included the statement: “If there is violence in word or deed, it must not be our people who commit it”?

3. What does the last specific suggestion tell you about how some African Americans might have been feeling about integrating the buses?

4. Which suggestions do you think might have been easiest to follow? Which might have been difficult to follow? Why?

5. How would you describe the tone of the suggestions? What words contribute to the tone?
**Summarizing Stories**

As you read “These Girls Broke Barriers!” (pp. 18-21), think about what details are most important. Then read a summary of one of the stories and write summaries of the other three. Remember that an objective summary should:

- include only the most important details;
- not include any of your personal opinions;
- retell the story using mostly your own words.

<table>
<thead>
<tr>
<th>Alice de Rivera</th>
<th>Claudette Colvin</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1969, Alice de Rivera hoped to attend Stuyvesant High School, one of the best public schools in the country. The principal refused to give her an application because the school only accepted boys. So Alice sued the New York Board of Education for gender discrimination. Just before the case was supposed to be decided, the Board announced that the school would accept girls. Alice moved away soon after the trial, but 13 girls attended Stuyvesant that fall. Now, girls make up almost half of the student body.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tatyana McFadden</th>
<th>Constance McMillen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Words to Know: These Girls Broke Barriers!**

1. **boycott (n):** a protest in which people refuse to do business with a store, an organization, or a place (p. 20)
   *example:* Students helped organize a boycott of a local store that sold carpets made with child labor.

2. **constitutional (adj):** following the rules of the U.S. Constitution (p. 20)
   *example:* The judge ruled that the protesters’ rally was protected by their constitutional right to free speech.

3. **discriminate (v):** to treat a person or group of people differently in an unfair way (p. 19)
   *example:* Some people claimed the company discriminated by race because no matter how many qualified black people applied for jobs, it hired only white workers.

4. **federal (adj):** relating to the national government (p. 21)
   *example:* My brother will be old enough to vote next year, so he needs to learn about the candidates for local, state, and federal elections.

5. **First Amendment (n):** a part of the U.S. Constitution that protects freedom of religion, speech, the press, and other forms of public expression (p. 21)
   *example:* The First Amendment protects Americans’ right to openly question or criticize U.S. lawmakers.

6. **freedom of expression (n):** the ability of a person or group to share beliefs and ideas (p. 21)
   *example:* The Constitution protected Caleb’s freedom of expression, even though his speech made fun of a politician.

7. **Jim Crow (adj):** referring to laws and practices that enforced unfair, unequal treatment of African Americans (p. 20)
   *example:* In many states, Jim Crow laws kept black people and white people from marrying each other and forced them to use separate restaurants, hospitals, and water fountains.

8. **lobby (v):** to try to influence government officials to take a particular position or to vote in a certain way (p. 21)
   *example:* The students lobbied their state legislators to increase funding for public schools.

9. **plaintiff (n):** a person who files a complaint about someone else in a court of law (p. 20)
   *example:* When Jonah turned to the courts to try to make a neighbor pay for a broken window, he became the plaintiff in the case.

10. **repeal (v):** to officially cancel a law or rule (p. 19)
    *example:* A group of store owners asked the mayor to repeal a special tax on sodas.

11. **segregate (v):** to keep separate, usually based on race, religion, or gender (p. 20)
    *example:* Because students are segregated by grade at assemblies, Jameelah couldn’t sit with her best friend, who’s in another grade.

12. **settlement (n):** an official agreement that ends a court case (p. 21)
    *example:* The settlement ordered the concert ticket company to give customers discounts to make up for unfair practices.
13. Supreme Court (n): the highest court of law in the United States (p. 20)
   example: The protesters felt depressed after the Supreme Court ruled against them, because there is no higher court to appeal to.

14. testimony (n): a formal statement made after promising to tell the truth, such as in a court of law (p. 20)
   example: The jury paid close attention to Marco’s testimony about the crime he said he witnessed.

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.
## Analyzing Authors’ Claims

After you read “Should Teen Workers Be Paid Less Than Adults?” (pp. 22-23), analyze each author’s argument. The analysis can help you respond to the “Write About It!” prompt on page 23.

<table>
<thead>
<tr>
<th>AUTHOR: Bob Battles</th>
<th>AUTHOR: Marilyn P. Watkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Counsel &amp; Government Affairs Director, Association of Washington (State) Business</td>
<td>Policy Director, Economic Opportunity Institute</td>
</tr>
</tbody>
</table>

### Author’s main claim:

<table>
<thead>
<tr>
<th>REASON 1: Restate one reason the author gives.</th>
<th>REASON 1: Restate one reason the author gives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List <strong>EVIDENCE</strong> the author gives to support reason 1.</td>
<td>List <strong>EVIDENCE</strong> the author gives to support reason 1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REASON 2: Restate another reason the author presents.</th>
<th>REASON 2: Restate another reason the author presents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>List <strong>EVIDENCE</strong> the author gives to support reason 2.</td>
<td>List <strong>EVIDENCE</strong> the author gives to support reason 2.</td>
</tr>
</tbody>
</table>

### Which persuasive devices does the author use?

- [ ] Appeals to emotions
- [ ] Uses data or scholarly research
- [x] Explains why the other side’s argument is weak
- [ ] Other: ____________________________

### Key Standard

RI.6-8.8 Evaluating Arguments
Words to Know: Should Teen Workers Be Paid Less Than Adults?

1. **bill (n):** a proposed law (p. 22)
   
   *example:* The spending bill that Congress approved became law after the president signed it.

2. **compensation (n):** money paid to someone for doing a job (p. 23)
   
   *example:* Rashid agreed that $20 would be fair compensation for shoveling the snow from his neighbor’s driveway.

3. **counsel (n):** a lawyer (p. 23)
   
   *example:* When Emmy bought a house, her legal counsel helped her understand all the documents she had to sign.

4. **criminal justice system (n):** police, courts, and other groups that investigate crimes and work to arrest and punish criminals (p. 23)
   
   *example:* The man went through almost all the parts of the criminal justice system, from being arrested to being sentenced to prison.

5. **discrimination (n):** the unfair treatment of certain groups of people, especially because of their race, sex, religion, or age (p. 23)
   
   *example:* The company was accused of racial discrimination because qualified people of color were passed over for top positions.

6. **economy (n):** a system for making, buying, selling, and distributing products and services within a country, region, or industry (p. 23)
   
   *example:* Car sales are an important part of the U.S. economy.

7. **federal (adj):** relating to the national government (p. 23)
   
   *example:* My brother will be old enough to vote next year, so he needs to learn about the candidates for local, state, and federal elections.

8. **inequality (n):** an unfair situation in which some people have more than others (p. 23)
   
   *example:* U.S. soccer star Alex Morgan has said that pay inequality between male and female soccer players is wrong.

9. **minimum wage (n):** the lowest hourly rate an employer can legally pay its workers (p. 22)
   
   *example:* Betsy works as a cook in Florida and earns the state’s minimum wage of $8.56 an hour.

10. **tuition (n):** money that students pay to attend a school (p. 23)
    
    *example:* Gary works after school to earn money for his college tuition next year.

11. **unemployment rate (n):** the percentage of people who want to work that don’t have jobs (p. 22)
    
    *example:* The city’s unemployment rate increased when the factory closed, putting many people out of work.

On the back, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.